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ABSTRACT

Black and minority recruitment efforts, admissions policy in social education programs, and black content within educational programs are discussed in this paper of black professional education in human services. Statistical data are presented that show a decline in black enrollment in social work education programs indicating a need for increased recruiting efforts in this area. The need to reevaluate and improve admissions policy in social work education programs is stressed. It is pointed out that black curriculum content has decreased and 12 principles on integrating minority enrollment and graduation from social education programs are recommended. (SPG)

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THE STATE OF AND PROJECTIONS FOR BLACK PROFESSIONAL EDUCATION IN HUMAN SERVICES

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Black Professional Education in Human Services: Definition, Scope, and Span

When addressing the area of Black Professional Education in Human Services we are talking about the education of Black people in predominently Black settings such as Howard University, Atlanta University, Jackson State or North Carolina, A & T University. We are also talking about Blacks being educated in predominently white universities. In these settings Blacks make up a small percentage of the total Human Service Education population total, but it is important to have some indication of how they are developing for their aggregate number account for significant percentage of Blacks entering the Human Service profession on a yearly basis.

In addressing the topic of Black professional education in human services, it is important to set out my assumptions as follows:

1) It is important to support the education of Black human service professionals in Black institutions because this educational process will have a greater opportunity and propensity to be relevant to the Black students' needs and have relevance to the Black communities needs.

2) Black students being educated in the human service professions in predominently white universities have the same needs as students being educated in Black universities; therefore, curriculum, faculty, and educational resources must be made available to them which is relevant to their needs and that speak to the developmental needs of the Black community.

3) In speaking about "Black Professional Education in Human Services" we are talking about a mission and purpose designed to produce Black practicing professionals that have a sense of direction in providing services for Blacks and other oppressed people whether they work on the micro-direct services level or on the micro or broader systems intervention level.

4) Further, we are talking about educating Black professionals that have knowledge about Black culture, customs, needs, family patterns, aspirations and the other facets of Black life within which services to Black families, individuals, groups and communities can be realized.

5) In talking about "Black Professional Education in Human Services" we are talking primarily about Social Work Education and not focusing on the many programs of recent vintage in, for example, community services education, human services management, public administration, and the like. This is important because the knowledge base and professional values and ethnics of social work as a profession is recognized and provides a framework within which our topic can be addressed.

Now that our assumptions have been set out we can proceed with our topic. There is a need for an accurate overview of our topic in relation to the "State of the Art".

Black and Minority Recruitment Efforts

Social work education programs evidence considerable unevenness in this area. Several programs go all out to recruit Blacks and minorities both with recruitment manpower and adequate allocation of money for financial support. Many programs are indifferent concerning minority recruitment and make no special efforts to attract minorities. In essence, a full survey of minority recruitment efforts would reveal much effort to very little with the greatest clustering occurring, based on my experiences, among

schools that make some attempt but only maintains an eight to twelve percent minority enrollment. Schools are, too often, quite inconsistent in their efforts on a yearly basis. For example, several schools will admit fifteen Blacks one year and the next year they may only admit three. This happens also with other minority groups. I see this not as a lack of minority students but as inconsistent recruitment efforts.

Many schools have established special minority recruitment programs. Some attention has been given to this in the literature Greenberg and Scott, (1970). A survey conducted in January 1969 revealed the following:

Table 5 Stages of Development of Minority-Group Recruitment

Stage of Development	Number of Schools	Percent of Schools
Total	64	100.0
Already operational, as part of the total university plan	34	53.1
Advanced stages of planning	5	7.8
Early or vague stages of planning	9	14.1
No indication, no program, individual recruitment not part of special program	15	25.0

Source: Ethnic Minorities in Social Work Education, Council on Social Work Education, Ed. Carl Scott, 1970.

The data suggest that schools varied as to their thinking and actions in regard to minority-group recruitment. I would suggest that if this survey was taken today there would be some but not a significant difference in what was reported eight years ago proportionately and with what is occurring at present.

The level of minority enrollment from 1969 to 1974 is reported in the following tables:

Table 6 Ethnic Characteristics of Full-Time First Year Master's Degree Students Enrolled

Year	Total	Black	White	Chicano	Puerto Rican	Asian American	Other
1969	6,241	888	4,894	106	150	79	124
%	100.0	14.2	78.4	1.7	2.4	1.3	3.3
1970	6,699	975	5,084	120	166	99	237
%	100.00	14.5	75.8	1.8	2.5	1.5	3.9
1972	7,766	1,226	5,803	203	154	149	-
%	100.00	15.8	74.7	2.6	2.0	1.9	-
1973	8,235	1,185	6,355	183	163	141	-
%	100.0	14.4	77.2	2.2	0.4	1.7	-
1974	7,935	1,004	6,192	165	202	114	244
%	100.0	12.7	78.0	2.1	2.5	1.4	3.3

Source: Statistics on Social Work Education, Council on Social Work Education, 1974.

Table 7 Ethnic Characteristics of Full-Time Second Year Master's Degree Students Enrolled

Year	Total	Black	White	Chicano	Puerto Rican	Asian American
1969	5,666	609	4,709	42	112	72
%	100.0	10.7	83.1	0.7	2.0	1.2
1970	6,181	876	4,757	108	163	52
%	100.0	14.3	77.0	1.7	2.6	0.9
1972	7,265	1,126	5,553	160	117	114
%	100.0	15.4	76.4	2.2	1.6	1.6
1973	7,864	1,227	5,958	192	129	155
%	100.0	15.6	75.7	2.4	1.6	1.9
1974	8,655	1,093	6,857	198	147	172
%	100.0	15.6	75.7	2.4	1.6	1.9

Source: Statistics on Social Work Education, Council on Social Work Education, 1974.

Examination of the data in tables 6 and 7 reveals slight variances (decreases) between Black, Chicano, Puerto Rican and Asian American enrollment over the last several years. In fact, Black enrollment has slipped somewhat, down to 12.7% in 1974 from 15.8% in 1972, Chicano down from 2.1% in 1974 from 2.6% in 1972, Puerto Rican enrollment has increased from 2.0% in 1972 to 2.5% in 1974, and Asian American enrollment slipped from 1.9% in 1972 to 1.4% in 1974. We need to reverse the downward trends in order to maintain minority enrollments at the 1972 levels and then move beyond that level to even greater percentages of minority enrollment.

It should be noted that the most recent figures available through the Council on Social Work Education reveals that Black enrollment in full-time - first year MSW programs is down to only 10.5%. This is a drastic decrease given the needs that we currently face for manpower that can relate sensitively to Black and minority problems. If this trend continues the number of Blacks entering professional practice is going to be as small as the number entering prior to the mid 1960's. Projections on the number of Black professionals that are available is not encouraging for we are in a downward enrollment cycle that we will need to reverse rather quickly in order to insure a future for Black professional education in the human services.

Table 8 Number of Students Receiving Degrees, Academic Year 1973-74, By Degree and Ethnicity

	Total	Master's Degree		Total	Doctoral Degree	
		No.	Percent		No.	Percent
	8,005			159		
American Indian	35		0.4	1		0.6
Asian	143		1.7	3		1.8
Black	1,246		15.5	18		11.3
Chicano	175		2.1	2		1.2
Puerto Rican	127		1.5	-		-
Other (U.S.)	40		0.4	1		0.6
White	6,140		76.7	120		75.4
Foreign	99		1.2	14		8.8

Source: Statistics on Social Work Education in the United States, Council on Social Work Education, 1974.

Admissions Policy and Institutional Mission

It is apparent, hopefully, that we will need to examine clearly admissions policy in social work education programs. These policies greatly influence and determine the level of Black students admitted. This topic has been discussed some in the professional literature, thusly Greenberg and Scott, (1970):

1) Identifying ethnic minority group applications

2) Maintaining flexibility on admission requirements

3) Allocating a specific number of scholarships and grants to be given only to minority students

4) Establishing targets for admission of minorities

These should be viewed as minimal efforts if schools are really interested in admitting Black minority students.

It could be argued that schools of social work have not moved with enough vigor to enroll Black students. In order to deal with that phenomenon, faculties in all programs will need to examine their philosophical and value base as well as examine the

social work value base in order to move beyond mindsets and postures that do not facilitate Black and minority enrollment. Further, we have to move beyond the "cover issues" raised to insure higher Black enrollments.

These "cover issues" include the following too often:

1) All Black students are culturally deprived and are high educational risks

2) Enrolling more Black and minority students will drive away the other students

3) Black students are not interested in coming to our institution in greater numbers

4) Minority students are difficult to deal with and will "Rock-the-Boat" too much and like concerns

Hopefully, over the next decade social work education will collectively move beyond this level of thought and view significantly increasing minority enrollments as something they should do but something that must be done.

It is my contention that Black students cover the spectrum of intellectual ability as do white students. Schools can recruit weak students with a low or poor academic profile, or schools can seek students from minority groups with more academic talent. Academic risks are admitted to our schools of social work that are not Black, Brown, Red, or Yellow but somehow they are never discussed openly or in our professional literature. Surely, social work education should be sensitive to the under-educational legacy of Black students as a group due to poor public schooling and, too often, of underdeveloped undergraduate education. However, many do come with

more than adequate educational backgrounds and I contend that we should increasingly seek out these Black students and encourage them to embark on social work education.

The Educational Process

The state of the art in this area is difficult to assess due to the unevenness between and among schools. Of course faculties guard zealously their right to set educational agenda and curriculum and, given accreditation standards, a tremendous difference exist often from school to school. What is, however, clear to me on a broad spectrum, is that social work education is in trouble in relation to Black content within its educational programs. This view is developed from my experiences thus far in talking with students on the undergraduate and graduate level from schools across the country and from my experiences as a consultant to many schools on Ethnic Minority Content.

A trend I have noted is that courses entitled "Black Family Intervention," or "Black whatever" have been decreasing at an alarming rate. These courses are showing up as "Ethnic Minority Intervention" and in similar postures in curriculum even where they survive at all. Further, it is noted in many schools considerable confusion about "Ethnicity" as contrasted with and developed from a curriculum base of cultural pluralism. In other locations there is considerable confusion around the need for the schools' mission to address itself

to the developmental needs of Black and oppressed people. Further, some faculties deny that oppression occurs in this society based primarily on color - and secondarily on socio-economic status.

It certainly appears that as Black enrollments have decreased, so has Black curriculum content. Financial aid also is on the decrease - 15 to 20% in the past 2 years. It also appears that accreditation standards have been applied unevenly in relation to Black and minority content and schools receiving accredited status with 'ittle, if any, content on Blacks at all.

To further explicate the state of the art, I developed twelve principles that should be utilized by schools. We can use these as comparison points as to what really exist within schools.

In a recent article, Chunn, (1974) the principles on integrating minority content were discussed. The principles are as follows:

1. Schools of social work must have a fundamental commitment to deal with the development of Black and minority content in the curriculum in a sound and rational fashion.

2. Schools must development and define their philosophical stance toward a commitment to educate minority students from the perspectives of their experience as a minority group member to work within their communities of orientation.

3. Schools of social work must exercise their option for the above and view less than the above as paternalistic, seductive, and potentially nonproductive for the student.

4. Social Work education must realize ideologically survival is at stake for Blacks and other minorities and that social work education plays a key and vital role in insuring that survival does in fact, occur.

5. Schools must accept cultural pluralism as a way of life and also that it takes precedence and has primacy over ethnicity as an organizing principle in curriculum building.

6. Definitions of the perspectives conceptually has to be carried out in relation to Black, brown, red, and yellow people. These definitions must also reflect the respective value systems, developmental needs, hopes, and aspirations.

7. Leadership in curriculum building and development from Black, and so on, perspectives must be exercised primarily by members of the minority group under consideration.

8. Curriculum designed to address itself to the needs of minority group members must address itself to systems and structural flaws and not to individual and family and/or pathologies.

9. Schools must extricate theories, hypothesis, and assumptions on behavioral and social theories that relate sensitively to the group under consideration, and build theory where there are gaps in knowledge.

10. Content designed around Blacks, browns, reds, and yellows must not be in conflict but in congruence with the school's mission, educational philosophy, and develop applicable skills with technical competence in its graduates.

11. The curriculum design, inclusive of its minority content, must be integrated, holistic, culturally authentic and practicum-practice based.

12. Conceptualization, planning, implementation, and evaluation must be carried out <u>with</u> the community involved in every step of the process.

We need to implement these principles within our social work education programs on the undergraduate and graduate levels. The principles enumerated have impact and implications for students, faculty, the institutions and schools of social work.

Hence, we should clearly note - given the above, the state of Black Professional Education in Human Service is on the decline as

previously discussed in this paper. Projections based on regressional analysis - models will take us back to pre 1960's minority enrollment levels of four or five percent by 1985. Societal trends speak to this also; the Bakke Case, for example and similar mindsets have come forward. The Bakke Case, for example, is a mirror of the times in that our old civil rights allies and many of the liberals have now turned on Blacks and attempt to keep us out of medical schools and other professional educational programs.

Implications and Strategies

Throughout this paper and from the statistics presented, a case has been made for redoubling our Black recruitment efforts and on strengthening curriculums in the Black content area. The above analysis shows in multiple dimensions that our professional education programs are not doing enough to recruit Black students. Further, institutional and faculty variables and barriers are identified and discussed. In order to move forward we need to take some definite steps to insure adequate levels of Black enrollment and graduation from our programs.

Strategies that are suggested follow:

1) We should recommend and have adopted stronger accreditation standards that speak to increased levels of minority recruitment by requiring that our education programs develop minority recruitment programs that will produce results and these programs should be reviewed on at least a bicentennial basis.

2) Social work education programs should allocate adequate money within their budgets for minority recruiters to seek our minority students to enroll in their programs. This would insure a yearly consistent minority recruitment effort.

3) All social work education programs should institute an immediate review of their admissions criteria and policies to insure higher levels of minority enrollment.

4) Each program and school should examine their mission to insure consistency with the goal of dealing with societal and racial-group injustices and to insure that they are educating students from a cultural pluralism perspective.

5) Curriculums should be examined within our programs to insure relevance to minority student needs and relevance to minority community needs.

6) Each educational program should immediately allocate adequate support money to finance scholarships, grants, and work-study slots to assist minority students financially.

7) Each educational program should include in their faculty development efforts enough content to assist faculties in dealing with Black content and attitudes that will be most conducive to supporting a viable Black program effort.

8) Black institutions and organizations resources must be brought to bear on the problems that exist in this area.

The above and like strategy recommendations should go a long way, if implemented, toward a more viable Black enrollment effort.

Closing

Hopefully, the above discussion has shed some light on our collective realities and the challenges faced by social work education in the area of insuring Black presence in Human Services Education. Change in Black recruitment patterns will not occur without effort or without sacrifice of some presently held practices, attitudes, and values. Indeed, change often breeds some conflict within institutions and among faculties. However, change should be a manageable process given comitment to enroll more Black students using the strategies suggested within this paper.

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